

January 9, 2015

## Outreach Division of School Improvement

Happy New Year! We look forward to partnering with you to support your school improvement efforts this year. Our mission is to be responsive, proactive and supportive as we work together towards continuous and measurable improvement for our students and schools. Have a great second semester!

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*"The highest levels of performance come to people who are centered, intuitive, creative, and reflective - people who know to see a problem as an opportunity." -Deepak Chopra*

## Turnaround Principle Highlight

### Turnaround Principle 8: Family and Community Engagement

The IDOE Family and Community Engagement (FACE) initiative is being rolled out in January, 2015. The vision of the FACE initiative is to assist the Division of School Improvement with an intentional approach to family and community engagement. Our mission is to serve all Indiana schools, including Focus and Priority Schools, with improving their family and community engagement initiatives. In addition to identifying and designating applicable schools as "Family Friendly," we will create and share a statewide framework for Family and Community Engagement.

If you have any questions or in need of additional support in the area of Family and Community Engagement, please contact:

Leroy Robinson

Director of Family and Community Engagement

Indiana Department of Education

South Tower, Suite 600

115 West Washington Street

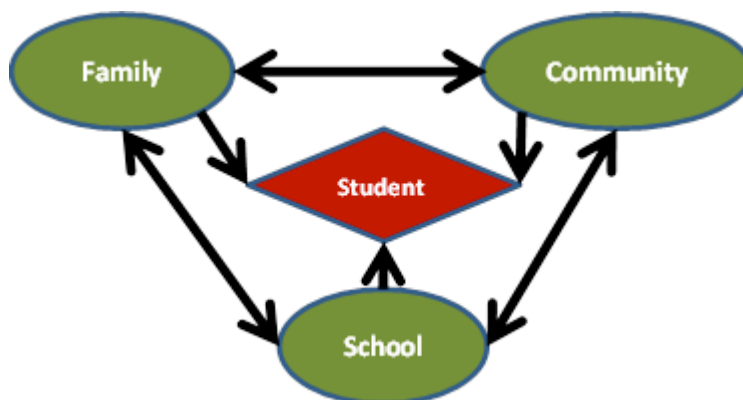
Indianapolis, IN 46204

Phone: 317-234-5663  317-234-5663

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[lrobinson@doe.in.gov](mailto:lrobinson@doe.in.gov)

Check out the Family Friendly Schools website to access self-assessment tools and surveys! <http://www.doe.in.gov/outreach/familyfriendly-schools-program>



# *Reaching Out in Region 9*

## Turnaround Principle 8: Family and Community Engagement: By: Doug Thieme- Outreach Coordinator Region 8

The focus of this outlined article for this month is [Turnaround Principle 8 –Family and Community Engagement](#). Turnaround Principles are not only used as a strategic system to support schools that may be struggling but more importantly the eight principles are indicators for high performing schools.

The foundational aspect of [Turnaround Principle 8](#) is that the school, family, and community are engaged in coordination at a level that will assist in removing all educational barriers for all students. It is important to leverage the power of families, community members, community organizations, and the school as active partners to support the student and remove all barriers to help accelerate the academic and personal growth of all students.

When discussing MEANINGFUL family engagement it is important to note:

- To actively engage families is to keep them informed about the academic progress of their student and how this is in comparison to expected learning goals or targets for that grade level. Parents need to know where their student is achieving in relation to the goal or expected outcome.
- There is power in parents being informed and they need to know that they are an active participant in the instructional decisions of their student. Parents in this process can also be informed how they can help their student in progressing towards the learning goals or student outcomes.
- When initiating this contact with parents it is important to make this a positive impact that the education of the child is a team effort.
- Families should be provided opportunities to garner input from families on school decisions through PTOs, Parent Councils, School Leadership Councils, or Town halls. School leaders can use this valuable feedback to make decisions accordingly.

Community engagement is also a component of this principle.

- It is important for schools to cultivate and build relationships with community partners and organizations that can provide support in identified needs of families and students.
- Many times the community organizations are willing to establish and coordinate the service they provide with the school building. All students can achieve to meet high expectations when their emotional, behavioral, physical, and academic needs are met.
- Critical community partnerships will build a network of services that can be provided to families and students that schools cannot otherwise provide alone with the goal of removing or reducing barriers to the academic achievement and personal growth of students.

There are many resources available on the [Outreach Website](#) to support schools in this area. Schools that feel they have strong Family and Community Engagement programs in place are encouraged to explore the possibility of applying for the designation of being a Family Friendly School. The information, application, and materials can be found at this [location](#).

If you are interested in reading the full original article that these notes were developed from you can access it [here](#).

# *Reaching Out in Region 9*

## Community Engagement Opportunities

**Aviation Institute of Maintenance** is hosting a Community Open House

This open house is directed towards high school students and their families. Attendees will learn about the exiting opportunities that exist in Aviation Maintenance Technology and how AIM-Indianapolis can help them reach their goals!

When: January 24<sup>th</sup> from 10am to 3pm

Where: 7251 W. McCarty Street, Indianapolis, IN 46241

Who: Open to the public

RSVP is appreciated but not mandatory.



### **Aviation Institute of Maintenance**

Office of Admissions

7251 W. McCarty Street

Indianapolis, IN 46241

**PHONE:** 317.243.4519 Extension 120

**EMAIL:** [corami@aviationmaintenance.edu](mailto:corami@aviationmaintenance.edu)

**Kids Dance Outreach** is a preventative program designed to equip young, at-risk, elementary school children with the discipline, confidence, persistence, determination, social consciousness and cognitive developmental skills that can prepare them to achieve success. Although the joy of dance is the vehicle, this is much bigger than just a dance program. Our goal is to help kids discover "they can" and empower them for a lifetime. We have already seen that by giving these kids something positive to focus on and the tools to achieve results that carry over to academic gains we are opening huge doors of possibility and success.

To learn about the organization, programs, and watch videos of our programs in action please visit: [kidsdanceoutreach.org](http://kidsdanceoutreach.org)

# Reaching Out in Region 9

## Updates:

### New Outreach Webpage

Outreach Division of School Improvement has a new webpage. We will continue to add resources throughout the year. Check out the resources for the Turnaround Principles. [Outreach Webpage](#)



### WIDA

Do you have students with vocabulary deficits? How are you adjusting lessons to include building background knowledge utilizing hands-on or engaging opportunities? Have you thought about all of your student subgroups and their overall language deficits? As you are building English language skills with EL students, other students benefit from these strategies as well. Check out the website [WIDA Webpage](#)

### Online Communities of Practice



If you haven't joined a community of practice yet, we encourage you to consider joining this new platform dedicated to peer-to-peer online collaboration for educators. To learn more about the value of these communities, please visit the web page. There are many resources being added everyday by educators and IDOE staff! [Online Communities of Practice](#).

### Digital Learning Grant Opportunities



The Digital Learning Grant supports districts ready to launch thoughtful 1:1 implementation plans. It is also open to districts that have assessed their current 1:1 implementation and are prepared to take the next steps, such as expanding grade levels or replicating successes from pilot projects. Funds from this grant support corporations in providing professional development, developing content and expectations, creating avenues for parent and student communication, and purchasing devices. Digital Learning Grants (DLG) will open to applicants January 16 through February 6, 2015. Successful applicants will be invited to participate in the second step of the evaluation process, the proposal pitch. Pitch days are scheduled for March 3-4, 2015. <http://www.doe.in.gov/elearning/digital-learning-grant>

### Calling all nominees...

The **Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST)** is the highest honors bestowed by the United States government specifically for K-12 mathematics and science teaching.

Anyone--principals, teachers, parents, students, or members of the general public--may nominate exceptional mathematics or science (including computer science) teachers who are currently teaching grades 7-12 for the 2014-2015 award year. Teachers may also apply directly at [www.paemst.org](http://www.paemst.org).

The **Nomination Deadline is April 1, 2015**. This date gives the nominated teacher time to prepare an application prior to the application deadline. The **Application Deadline is May 1, 2015**, for secondary school teachers (grades 7-12). Elementary school teachers (grades K-6) are eligible to apply during the 2015-2016 program year.

## Standards Update:

### Regional Training

Thanks to the 1,500 + dedicated educators who carved time out of their fall schedules to participate in the Indiana Department of Education's ten Regional Professional Development Sessions, "Instructional Shifts in College and Career Readiness: Strategies that Empower Teaching and Learning." Of 290 school corporations in Indiana, 211 were represented during these sessions. We hope this training provided targeted information and practical strategies as educators implement the new Indiana Academic Standards for English/Language Arts and Mathematics (2014) this school year.

For those of you who were not able to join us for one of the sessions, we encourage you to visit the training hub page at to access all of the content. <http://www.doe.in.gov/standards/indiana-academic-standards-regional-training-resource-hub>

You'll also be able to watch videos, view webinars, and access informational documents offered during the ten sessions. Should you need additional support from the IDOE as you implement the new standards, please complete this request form:

<http://form.jotformpro.com/form/32475221212947>.

### Elementary Highlight

Please encourage K-5 teachers to join the following community hosted by John Wolfe the DOE Literacy Specialist. Text Dependent Questioning Support for Elementary Kindergarten-Grade 5:

<https://plus.google.com/u/0/communities/113957389427197016087>

A tool to help students develop skills with text-dependent questions: questions that can only be answered by referring back to the text. Students are expected to use evidence from texts to present careful analyses, well-defended claims, and clear information.

### Math Process Standards

Our Process Standards are similar to the Common Core Practice Standards but are a little different and a little more refined. Our Process Standards combine the Common Core Practice Standards, the NCTN Principles and Standards, and the old Indiana Problem Solving Standards. You still can find a lot of good information from the Common Core Practice Standards information that will directly relate to our Process Standards. *The Process Standards demonstrate the way in which students should develop conceptual understanding of mathematical content, and the ways in which students should synthesize and apply mathematical skills.* Find the math process standards here:

<http://www.doe.in.gov/sites/default/files/standards/process-standards.pdf>

Here is a great example of ways to practice the process standards from Scholastic:

<http://www.scholastic.com/teachers/top-teaching/2013/03/guide-8-mathematical-practice-standards?eml=Teachers/e/20130317/Facebook///SMO/Teachers/TopTeaching/Meghan/>

## Assessment Updates

### **Assessment Calendar 2014-2015**

January 5– January 16– ECAs (Early Winter– Part 2)  
January 21– February 27– WIDA ACCESS Annual Assessment  
January 22– April 1– ACCUPLACER  
February 9– March 6– ECAs (Late Winter)  
March 1– April 30– ISTAR (Science and Social Studies)  
March 2– March 11– ISTEP+ Part 1– Paper/pencil (Applied Skills)  
March 2– March 13– ISTEP+ Part 1– Online (Applied Skills)  
March 16– March 18– IREAD3 (Spring)  
March 30– May 15– NCSC Assessment (English/Language Arts and Mathematics)  
April 20– June 3– ECAs (Spring)  
April 27– May 8– ISTEP+ Part 2– Paper/pencil (Pre-approval required) (Multiple-Choice & Technology-Enhanced Items)  
April 27– May 15– ISTEP+ Part 2– Online (Multiple-Choice & Technology-Enhanced Items)  
June 1– July 24– IREAD3 (Summer)- Online  
June 8– July 24– IREAD3 (Summer) Paper/pencil (as needed)  
June 18– July 30– ECAs (Summer)

### No Icons on ISTEP+ and Math Reference Sheets

There will NOT be icons on the Spring, 2015 ISTEP+ math assessment; cuing students to use reference sheets. This is due to the assessment of new Mathematical Process Standards, particularly PS.5 which states that students are to know when to strategically use appropriate tools. It is important to encourage teachers to use these reference sheets during classroom instruction as much as possible throughout the school year. Teachers should train students in how and when to use the reference sheet. Allow students to use them on daily assignments, classroom quizzes, classroom assessments, quarterly assessments, and on Acuity Readiness assessments. It is important to provide students every opportunity to know how to use math reference sheets in order to be successful with the Spring ISTEP+; demonstrating the Mathematical Process Standards as well as mathematical content knowledge. **IMPORTANT NOTE:** Reference sheets used during ISTEP+ assessment must NOT have any additional notes or calculations written on them. Newly printed and clean reference sheets will need to be provided to the students. Please click on the link to access the reference sheets for grades 4-8: [Math Reference Sheets](#).

### Experience College and Career Readiness (ECCRA) for ISTEP+

Providing student access to ECCRA between October 1<sup>st</sup> and April 20<sup>th</sup> is **NECESSARY and REQUIRED** in order to ensure students have exposure prior to ISTEP+ Part 2 which is comprised of multiple-choice and technology enhanced items. Use ECCRA to expose students to more rigorous types of questions. Additionally, consider using ECCRA with your students as a teaching tool.

# Reaching Out in Region 9

## Update from Michelle Walker regarding ECA's:

- ❖ We are pleased to announce that **Blueprints** and **Instructional and Assessment Guidance** documents for the Spring 2015 accountability ECA assessments are now posted on the following web page: <http://www.doe.in.gov/assessment/end-course-assessments-ecas>.
- ❖ Local testing windows for Late Winter and Spring will include *additional days*.
- For **Late Winter 2015**, **Questar** will increase local testing windows **by two days** to accommodate the additional English 10 test session (writing prompt pilot) for all English 10 testers.
  - Two days will be added to the end of local testing windows for schools with dates that do not exceed the close of the Late Winter testing window.
  - Two days will be added to the beginning of local testing windows for schools with dates that end at the close of the Late Winter testing window.
  - For questions regarding the Late Winter testing window, please contact ECA Support by calling 877-424-0322 or via email [ECASupport@questarai.com](mailto:ECASupport@questarai.com).
- For **Spring 2015**, **schools** may register for **extra testing days** to accommodate the supplementary college- and career-ready items—***one additional session for Algebra I*** and ***two additional sessions for English 10***—that are **required of grade 10 testers during the Spring 2015 window**.
  - Schools administering the Algebra I and English 10 assessments are expected to schedule **eight days** for paper-and-pencil testing and **fifteen days** for online testing in order to be prepared if the full amount of testing days are needed for grade 10 testers. (*This is a change from previous testing days—4 for paper-and-pencil, and 8 for online.*)
  - The number of testing days for Biology I remains unchanged, as schools administering the Biology I assessment are expected to schedule **four days** for paper-and-pencil and **eight days** for online testing.

## Important details regarding **ISTEP+ Spring 2015 online testing**....

### **Determining Readiness**

- A series of checkpoints are utilized to determine readiness for online testing at each site. Participation in the checkpoint process is required of all Indiana corporations and schools that administer ISTEP+ in grades 3-8.
- **IMPORTANT Note:** Decisions regarding paper/pencil testing **will not be made until the checkpoint process is complete**.
  - *Data and information from each site are used to determine online testing capability.*

### **Statewide Readiness Test**

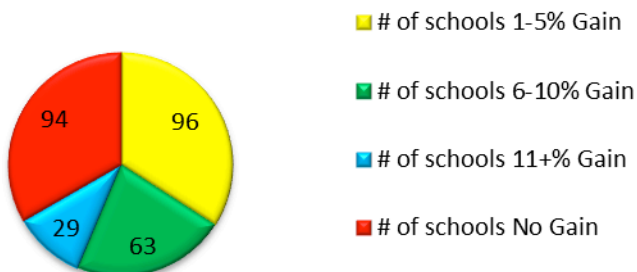
- Participation in the Statewide Readiness Test is **REQUIRED**.
  - All testing sites must participate in site readiness activities.
- **Date/Time**
  - Tuesday, January 13, 2015
  - 10:00 a.m. – 11:00 a.m. Eastern

## Data Highlight

Check out the Indiana Priority/Focus School Achievement Data

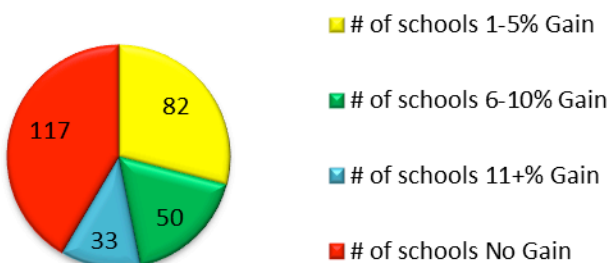
Improvement from Spring, 2013 to Spring, 2014!

### Indiana ELA Achievement Data



Total # of Priority/Focus Schools	282
# of schools 1-5% Gain (ELA)	96
# of schools 6-10% Gain (ELA)	63
# of schools 11+% Gain (ELA)	29
<b>Total # of schools showing Gains</b>	<b>188</b>
# of schools No Gain	94

### Indiana Math Achievement Data



Total # of Priority/Focus Schools	282
# of schools 1-5% Gain (Math)	82
# of schools 6-10% Gain (Math)	50
# of schools 11-15% Gain (Math)	33
<b>Total # of schools showing Gains</b>	<b>165</b>
# of schools No Gain	117

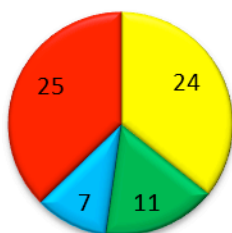


## Data Highlight continued...

### Region 9 Priority/Focus School Achievement Data

Improvement from Spring, 2013 to Spring, 2014—Check out the growth for Region 9!

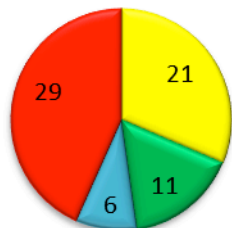
#### Region 9 ELA Achievement Data



- # of schools 1-5% Gain
- # of schools 6-10% Gain
- # of schools 11+% Gain
- # of schools No Gain

Total # of Priority/Focus Schools	77
# of schools 1-5% Gain (ELA)	24
# of schools 6-10% Gain (ELA)	11
# of schools 11+% Gain (ELA)	7
<b>Total # of schools showing Gains</b>	<b>42</b>
# of schools No Gain	25
# of High Schools /Primary (n/a)	10

#### Region 9 Math Achievement Data



- # of schools 1-5% Gain
- # of schools 6-10% Gain
- # of schools 11+% Gain
- # of schools No Gain

Total # of Priority/Focus Schools	77
# of schools 1-5% Gain (Math)	21
# of schools 6-10% Gain (Math)	11
# of schools 11-15% Gain (Math)	6
<b>Total # of schools showing Gains</b>	<b>38</b>
# of schools No Gain	29
# of High Schools / Primary (n/a)	10